

## AN ERROR ANALYSIS IN THE USE OF PUNCTUATION IN NARRATIVE TEXT AT SECOND GRADE OF SMA NEGERI 1 MAKASSAR

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### ABSTRACT

*The research was aimed to find out the kinds of errors in the use of punctuation in narrative text at second grade of SMA Negeri 1 Makassar. The research focused on five punctuation, they are full stop, comma, question mark, exclamation point, and quotation mark. The method of this research was descriptive quantitative. The subjects of this research took 36 students from 4 classes, it used random sampling technique. The researcher used narrative text as instrument. From the result, there are some kinds of errors students made, they are Misordering, omission, and addition of punctuation. Omission of full stop was dominant error made by students that is 19.22%. In writing, punctuation is very important because it can make reader understand the meaning of writing.*

**Keyword:** error analysis, punctuation, narrative text

### INTRODUCTION

Punctuation aimed to make easy understanding the writing. Without punctuation, we will find trouble to understand the meaning of writing. We cannot neglect the use of punctuation. According to Brown (2007:17) distinguish mistake and error, one way might be to check consistency of learner's performance. If they consistently substitute 'contain' for 'contained' this would indicate a lack of knowledge -an error. However, if they sometimes say 'contain' and 'contained', this would suggest that they possess knowledge of the correct form and are just slipping up -a mistake.

According to Ellis (1996:17), error reflect gaps in a learner's knowledge, they occur because the learner does not know what is correct. And mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows.

According to Dulay (1982:154-162) there are four kinds of errors, they are: (a) Omission, (b) Addition, (c) Misformation, and (e) Misordering.



The procedure of the error analysis includes the following four steps by Weber (1981) in Atmowardoyo's book: (a) Data Collection, (b) Identification of Errors, (c) Classification of Errors, and (d) A Statement of Error Frequency.

According to Rehman in Khan et al (2016:27) punctuation is a device used by a writer to help his readers understand the meaning of his words. Punctuation also aimed to make a good sentence or paragraph in writing text. It makes reading easier to know the meaning of writing.

#### 1. Full Stop

According Stratus (2008:52-53) in his book, there are some rules to use full stop:

- a. Use a period at the end of a complete sentence that is a statement (p.52).
- b. If the last word in the sentence ends in a period, do not follow it with another period (p.52).
- c. Use a period after an indirect question (p.53).

#### 2. Comma

According to McCaskill (1990:51) in his book, the comma requires the most judgment. Comma in writing is like pause inside a sentence when speaking. We use commas inside sentences.

According Stratus (2008:54-57) in his book, there are some rules to use commas:

- a. Use a comma when an -ly adjective is used with other adjectives (p.54).
- b. When starting a sentence with a weak clause, use a comma after it (p.55).
- c. Use a comma to separate two strong clauses joined by a coordinating conjunction—and, or, but, for, nor. You can omit the comma if the clauses are both short, for example: *I paint and he writes* (p.56).
- d. Use a comma when beginning sentences with introductory words such as well, now, or yes. For example: *Yes, I do need that report* (p.57).



### 3. Question Mark

According McCaskill (1990:74) in his book, the purpose of the question mark is to terminate a direct question, whether the question is an independent sentence, a clause within a sentence, or a direct quotation.

### 4. Exclamation Point

According Stratus (2008:61) in his book, use exclamation points to show emphasis or surprise. Do not use the exclamation point in formal business letters. For examples:

*I'm truly shocked by your behavior!*

*Don't bother me!*

*I will never forget seeing the movie *The Great Houdini!**

### 5. Quotation Mark

According Stratus (2008:61-62) in his book, there are some rules to use quotation mark:

- a. Periods and commas always go inside quotation marks, even inside single quotes (p.61).
- b. Use quotation marks to set off a direct quotation only. For example:  
*"When will you be here?" he asked (p.62).*

Narrative text is an imaginative story to entertain people. According to Anderson Mark et al (1998:3-4) a narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainments, can be to make the audience think about an issue, teach them a lesson, or excite their emoticons.

## METHODS

The method of this research is descriptive quantitative. In this researcher, the population consists of second grade of SMA Negeri 1 Makassar. There were 36 students from 4 classes, it used random sampling technique. The instrument of this research was narrative text which has no punctuation. The procedure of the error analysis includes data collection, identification of errors, classification of



errors, and a statement of error frequency. In a statement of error frequency, the researcher used formula by Gay, as follow:

$$P = \frac{E}{N} \times 100\%$$

## RESULT

The data gained through test, where test was narrative text which has no punctuation.

### 1. Kinds of Errors in the Use of Full Stop that Made by Students

Kinds of errors in the use of full stop are made by the students are Misordering (where students did not use the right punctuation), omission (where students omitted one or some punctuation), and addition (where students gave addition of punctuation in the sentence).

**Table 1.** Percentage of Kinds of Errors in the Use of Full Stop

No.	Kinds of Errors in the Use of Full Stop	Sum of Error	Percentage
1.	Misordering	64	10.00%
2.	Omission	123	19.22%
3.	Addition	17	2.65%
Total		204	31.87%

The researcher found some errors are made by students in sentences as:

- a. Misordering: *The man felt excited having the smartest parrot, but he could not understand why the parrot would not say Catano (?)* (The students did not use the right punctuation, the correct punctuation is full stop).
- b. Omission: *Once upon time, a man had a wonderful parrot ( ).* (Students omitted the punctuation of full stop).
- c. Addition: *There were four old chickens for next dinner (.)* "You are as stupid as the chickens. Just stay with them" Said the man angrily. (Students gave addition of full stop in the sentence).

### 2. Kinds of Errors in the Use of Comma that Made by Students

Kinds of errors in the use of comma are made by the students are Misordering (where students did not use the right punctuation), omission (where students omitted one or some punctuation), and addition (where students gave addition of punctuation in the sentence).



**Table 2.** Percentage of Kinds of Errors in the Use of Comma

No.	Kinds of Errors in the Use of Comma	Sum of Error	Percentage
1.	Misordering	28	4.38%
2.	Omission	91	14.22%
3.	Addition	87	13.59%
Total		206	32.19%

The researcher found some errors are made by students in sentence as:

- a. Misordering: *Then the man got so angry and shouted to the bird over and over (.) "Say Catano or I'll kill you".* (The students did not use the right punctuation, the correct punctuation is comma).
- b. Omission: *"You know, I will cut the chicken for my meal. Next it will be your turn( ) I will eat you too, stupid parrot".* (Students omitted the punctuation of comma).
- c. Addition: *One day(,) after he had been trying so many times to make the bird say Catano, the man really got very angry.* (Students gave addition of comma in the sentence).

### 3. Kinds of Errors in the Use of Question Mark that Made by Students

Kinds of errors in the use of question mark are made by the students are misordering (where students did not use the right punctuation) and omission (where students omitted one or some punctuation).

**Table 3.** Percentage of Kinds of Errors in the Use of Question Mark

No.	Kinds of Errors in the Use of Question Mark	Sum of Error	Percentage
1.	Misordering	8	1.25%
2.	Omission	6	0.94%
Total		14	2.19%

The researcher found some errors are made by students in sentences as:

- a. Misordering: *"Why can't you say the word (!) Say Catano! Or I will kill you" the man said angrily.* (Students did not use the right punctuation, the correct punctuation is question mark).



- b. Omission: *“Why can’t you say the word ( ) Say Catano! Or I will kill you” the man said angrily.* (Students omitted the punctuation of question mark).

#### 4. Kinds of Errors in the Use of Exclamation Point that Made by Students

Kinds of errors in the use of exclamation point are made by the students are misordering (where students did not use the right punctuation), omission (where students omitted one or some punctuation), and addition (where students gave addition of punctuation in the sentence).

**Table 4.** Percentage of Kinds of Errors in the Use of Exclamation Point

No.	Kinds of Errors in the Use of Exclamation Point	Sum of Error	Percentage
1.	Misordering	12	1.88%
2.	Omission	52	8.12%
3.	Addition	16	2.50%
Total		80	12.50%

The researcher found some errors are made by students in sentences as:

- a. Misordering: *“You stupid bird (.)” pointed the man to the parrot.* (Students did not use the right punctuation, the correct punctuation is exclamation point).
- b. Omission: *“Why can’t you say the word? Say Catano( ) Or I will kill you” the man said angrily.* (Students omitted the punctuation of exclamation point).
- c. Addition: *There were four old chickens for next dinner “You are as stupid as the chickens just stay with them (!)” Said the man angrily.* (Students gave addition of exclamation point in the sentence).

#### 5. Kinds of Errors in the Use of Quotation Mark that Made by Students

Kinds of errors in the use of quotation mark are made by the students are misordering (where students did not use the right punctuation), omission (where students omitted one or some punctuation), and addition (where students gave addition of punctuation in the sentence).

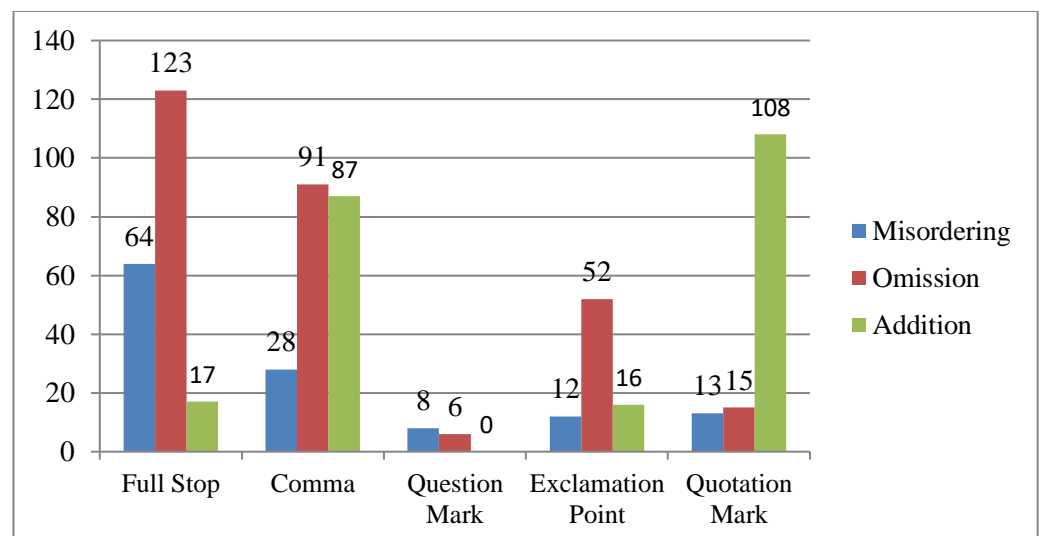


**Table 5.** Percentage of Kinds of Errors in the Use of Quotation Mark

No.	Kinds of Errors in the Use of Quotation Mark	Sum of Error	Percentage
1.	Misordering	13	2.03%
2.	Omission	15	2.34%
3.	Addition	108	16.88%
Total		136	21.25%

The researcher found some errors are made by students in sentences as:

- a. Misordering: *Then the man got so angry and shouted to the bird over and over, "Say Catano or I'll kill you (!).* (Students did not use the right punctuation, the correct punctuation is quotation mark).
- b. Omission: *Then the man got so angry and shouted to the bird over and over, ( ) Say Catano or I'll kill you ( ).* (Students omitted the punctuation of quotation mark).
- c. Addition: *The name of the place was (") Catano (").* (Student gave addition of quotation mark in the sentence).

**Figure 1. Graphic of Punctuation Error Made by Students**

There are 640 errors found by the researcher. The most dominant error students made is omission of full stop that is 123 errors or 19.22%.



## DISCUSSION

The researcher used the procedure of error analysis by Weber (1981) includes the following four steps: (a) Data Collection, (b) Identification of Errors, (c) Classification of Errors, and (d) A Statement of Error Frequency.

According to Dulay (1982:154-162) there are four kinds of errors, they are omission, addition, misformation, and misordering. In this research, the researcher found three kinds of errors students made by second grade of SMA Negeri 1 Makassar, they are misordering, omission, and addition of punctuation. There are 640 errors found by the researcher. The most dominant error students made is omission of full stop that is 123 errors or 19.22%.

### 1. Kinds of Errors in the Use of Full Stop that Made by Students

In full stop, there are 204 errors found in the use of full stop, they are misordering, omission, and addition. The frequency of misordering of full stop is 64 errors or 10.00%. The students did not use the right punctuation that is full stop in the sentence, the student used question mark in the last sentence. Some of students made error in the sentence: *The man felt excited having the smartest parrot, but he could not understand why the parrot would not say Catano (?)*.

The students did not use the right punctuation, the correct punctuation is full stop. The frequency of omission of full stop is 123 errors or 19.22%, where the students omitted the punctuation of full stop in one or some punctuation, like: *Once upon time, a man had a wonderful parrot(.* Students omitted the punctuation of full stop. And frequency of addition of full stop is 17 errors or 2.65%, where the students gave addition punctuation in the sentence that is full stop, like: *There were four old chickens for next dinner (.)* "You are as stupid as the chickens. Just stay with them" Said the man angrily. Students gave addition of full stop in the sentence.

### 2. Kinds of Errors in the Use of Comma that Made by Students

In comma, there are 206 errors found in the use of comma, they are misordering, omission, and addition. The frequency of misordering of comma





is 28 errors or 4.38%. The students did not use the right punctuation that is comma in some sentence, the student used full stop in the sentence. Some of students made error in this sentence: *Then the man got so angry and shouted to the bird over and over (.) "Say Catano or I'll kill you"*. The students did not use the right punctuation, the correct punctuation is comma.

The frequency of omission of comma is 91 errors or 14.22%, where the students omitted the punctuation of comma in one or some sentences, like: *Then he continued to humble, "You know, I will cut the chicken for my meal. Next it will be your turn(,) I will eat you too, stupid parrot"*. Students omitted the punctuation of comma. And frequency of addition of comma is 87 errors or 13.59%, where the students gave addition punctuation in the sentence that is comma, like: *One day(,) after he had been trying so many times to make the bird say Catano, the man really got very angry*. Students gave addition of comma in the sentence.

### **3. Kinds of Errors in the Use of Question Mark that Made by Students**

In question mark, there are 14 errors found in the use of question mark, they are misordering and omission. The frequency of misordering of question mark is 8 errors or 1.25%. The students did not use the right punctuation that is question mark in the sentence, the student used exclamation point in the sentence. Some of students made error in this sentence: *"Why can't you say the word (!) Say Catano! Or I will kill you" the man said angrily*. Students did not use the right punctuation, the correct punctuation is question mark. The frequency of omission of question mark is 6 errors or 0.94%, where the students omitted the punctuation of question mark in one or some sentences, like: *"Why can't you say the word(,) Say Catano! Or I will kill you" the man said angrily*. Students omitted the punctuation of question mark.

### **4. Kinds of Errors in the Use of Exclamation Point that Made by Students**

In exclamation point, there are 80 errors found in the use of exclamation point, they are misordering, omission, and addition. The frequency of misordering of exclamation point is 12 errors or 1.88%. The students did not



use the right punctuation that is exclamation point in some sentence, the student used full stop. Some of students made error of this sentence: *“You stupid bird (.)” pointed the man to the parrot.* Students did not use the right punctuation, the correct punctuation is exclamation point. The frequency of omission of exclamation point is 52 errors or 8.12%.

The students omitted the punctuation of full stop in one or some sentences, like: *“Why can’t you say the word? Say Catano( ) Or I will kill you” the man said angrily.* Students omitted the punctuation of exclamation point. And the frequency of addition of exclamation point is 16 errors or 2.50%, where the students gave addition punctuation in the sentence that is question mark, like: *There were four old chickens for next dinner “You are as stupid as the chickens just stay with them (!)” Said the man angrily.* Students gave addition of exclamation point in the sentence.

#### **5. Kinds of Errors in the Use of Quotation Mark that Made by Students**

In quotation mark, there are 136 errors found in the use of quotation mark, they are misordering, omission, and addition. The frequency of misordering of quotation mark is 13 errors or 2.03%. The students did not use the right punctuation that is quotation mark in some sentence. Some of students made error in this sentence: *Then the man got so angry and shouted to the bird over and over, “Say Catano or I’ll kill you (!).* Students did not use the right punctuation, the correct punctuation is quotation mark.

The frequency of omission of quotation mark is 15 errors or 2.34%, where the students omitted the punctuation of quotation mark in one or some sentences, like: *Then the man got so angry and shouted to the bird over and over, ( )Say Catano or I’ll kill you( ).* Students omitted the punctuation of quotation mark. And the frequency of addition of quotation mark is 108 errors or 16.88%, where the students gave addition punctuation in the sentence that is quotation mark, like: *The name of the place was (“)Catano(“).* Student gave addition of quotation mark in the sentence.



## CONCLUSION

The use of punctuation in writing is very important, because it can help the reader to more easily understand the meaning of writing. Based on the finding of the analysis, the researcher can conclude that there some kinds of errors in the use of punctuation are made by students, they are:

1. Kinds of errors in the use of full stop that made by the students are misordering, omission, and addition. There are 204 errors found where misordering of full stop with total 64 errors or 10.00%, omission of full stop are 123 errors or 19.22%, and addition of full stop are 17 errors or 2.65%.
2. Kinds of errors in the use of comma that made by the students are misordering, omission, and addition. There are 206 errors found where misordering of comma with total 28 errors or 4.38%, omission of comma are 91 errors or 14.22%, and addition of comma are 87 errors or 13.59%.
3. Kinds of errors in the use of question mark that made by the students are misordering, omission, and addition. There are 14 errors found where misordering of question mark with a total 8 errors or 1.25% and omission of question mark are 6 errors or 0.94%.
4. Kinds of errors in the use of exclamation point that made by the students are misordering, omission, and addition. There are 80 errors found where misordering of exclamation point with a total 12 errors or 1.88%, omission of exclamation point are 52 errors or 8.12%, and addition of exclamation point are 16 errors or 2.50%.
5. Kinds of errors in the use of quotation mark that made by the students are misordering, omission, and addition. There are 136 errors found where misordering of quotation mark with total 13 errors or 2.03%, omission of quotation mark are 15 errors or 2.34%, and addition of quotation mark are 108 errors or 16.88%.



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